

# Second Step Grade 4 Knowledge Assessment

## Overview and Contents

In this kit, you will find everything you need for carrying out the *Second Step* Knowledge Assessment for Grade 4. These materials have been developed to assist you in administering, scoring, and understanding the results of the *Second Step* Knowledge Assessment. The Assessment is designed to be given as a pretest and again as a posttest to demonstrate knowledge gains of the skills, concepts, and content from the *Second Step* curriculum for Grade 4.

A pilot test and field test were completed on these materials in 2002–2003. These tests led to revisions and improvements that were field tested again during the 2003–2004 school year.\*

There are five main sections of this kit:

- General Introduction and Overview
- Test Script and Instructions
- Student Test Masters
- Knowledge Assessment Scoring Guide
- Interpreting the Data

### The Assessment Format

The Assessment follows a story-and-question format similar to the one used in the *Second Step* lessons. A problem situation is established in a short story, and students respond to several questions related to the story's information and situation.

The *Second Step* program teaches children to generate prosocial responses on their own. Therefore, these questions must assess children's ability to *generate* responses rather than just their ability to *recognize* correct answers. To assess children's ability to generate answers, the format must be short-answer rather than multiple choice.

Careful planning will assist you with making this tool work most effectively. The chart below should help you plan the amount of time to allow for using the assessments.

<b>Time Planner</b> (per classroom)	
Preparation time	30 minutes
Administration of Assessment (may be broken down to two shorter time periods)	60–90 minutes
Scoring	60–90 minutes
Data entry	30 minutes
Data interpretation/analysis	30 minutes

Please call Committee for Children Client Support Services at 800-634-4449, ext. 200 if you have any questions after reading this packet.

\*Special thanks to our pilot schools in Ohio, Oregon, New York, Minnesota, Maryland, Washington, and British Columbia for their invaluable help in piloting and validating these tests.

# ***Second Step* Grade 4 Knowledge Assessment**

## **Introduction to the Test Script and Instructions**

To use a *Second Step* Knowledge Assessment as a pretest, administer it a few days before you teach the first lesson of the *Second Step* program. Then administer the same Assessment again as a posttest within a few days after you teach the last lesson of the curriculum.

Plan for about 60–90 minutes to administer the full test. The test may be administered in smaller blocks of time by breaking it into parts (as described below) if that fits your schedule better.

The Assessment should be administered under the same conditions each time. For example, the pre- and posttest should be identical in regard to whether it was group- or individually administered, whether the assessment was given all at once or split into two sessions, and whether special accommodations were made for any students. After the pretest, please avoid any discussion with students about the Knowledge Assessment and their answers to the questions. Observing these precautions will give you confidence that the changes in test results are due to real changes in students' knowledge and skill acquisition, rather than to differences in testing conditions.

The *Second Step* Knowledge Assessment is made up of brief stories, each one accompanied by a series of questions. Hence, the skills children learn from the *Second Step* curriculum are assessed in a format similar to the format in which they received the lessons. If you choose to administer the test in two sessions, split the assessment between stories so all questions from a given story are presented at the same session.

Before administering the Knowledge Assessment to your class, read over the Student Test and the Test Script and its instructions. The Test Script and Instructions are designed to simplify administration of the Assessment, minimize your preparation time, and address the questions that students ask most often. You may want to practice the script out loud so that you are comfortable reading it.

It is important for the test administrator to use the script. It is especially important to read the Assessment out loud to all students. This will help students respond to the fullest of their abilities without interference from reading difficulties or mental fatigue. Additional special accommodations should be made for students who have difficulties with reading or writing English and for special education students (as specified by their individual education plan [IEP]). It is important to minimize the effects that these difficulties have on children's Assessment. Give students as much time as they need to answer the questions.

As you administer this test, DO NOT define unfamiliar terms, rephrase questions, or reinterpret questions. It is likely that the unfamiliar terms are things they will be learning specifically in the *Second Step* program. If you define them on the pre- or posttest it would harm the accuracy of the Assessment. Ask children to answer each question as well as they are able.

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# ***Second Step* Grade 4 Knowledge Assessment**

## **Test Script and Instructions**

Please read the Test Script and Instructions below aloud to students. Sections to be read to students are in **boldface** type. Questions and stories taken directly from the test are in ***bold italic*** type and should also be read aloud. The parts in plain type are instructions for the teacher only and are not to be read aloud.

### **Practice Story**

Today you will take the ***Second Step*** Knowledge Assessment Test. Please do not open your test booklet until I tell you to. Pass out the booklets. **First, put your name on the front page. Do not put your name on any other pages.**

This test is made up of five stories. Each story has questions that go with it. We will start with a practice story.

I will read the story aloud, and you will just listen. I'd like you to listen carefully. Think about the character in the story and what is happening. Try to picture the character and what is happening in your mind. It may help if you close your eyes while I read.

Practice Story, as in students' booklets:

***Rafael is waiting at the bus stop for the school bus.***

***It is a warm day, so Rafael is not wearing his coat.***

***The sky is gray, and it begins to rain.***

***Rafael likes rainy weather, but sunny weather is his favorite.***

Now open your test booklet to the first page. At the top, you will see the practice story that I just read. I will read the story again. This time, I'd like you to follow along in your test booklet as I read. Be sure to think about the character and what is happening in the story.

***Rafael is waiting at the bus stop for the school bus.***

***It is a warm day, so Rafael is not wearing his coat.***

***The sky is gray, and it begins to rain.***

***Rafael likes rainy weather, but sunny weather is his favorite.***

### **Practice Story Question 1**

Now look at the questions for the practice story. I will read each question aloud while you follow along in your test booklet. I will give you time to write your answers in your test booklet as we go. Make sure you write neatly and mark your answers clearly. Please do not turn the page until I tell you to. If you finish the page before I do, please wait until I tell you that you may go ahead.

There are several different kinds of questions on this test. One kind asks you to answer a question by writing your answer on the lines in an answer box. Look at Question 1. It asks:

***1. What is Rafael waiting for?***

Below the question there is an answer box with lines in it. Write your answer on the lines in the box. Pause. Give enough time for students to finish. So, in this example, you would write “the school bus” or “Rafael is waiting for the school bus.”

### **Practice Story Question 2**

Another kind of question on this test asks you to choose answer A, B, or C. You may only choose one answer for this kind of question. Look at Question 2. It reads:

2. *Why isn't Rafael wearing a coat?*

- A. *He forgot it.*
- B. *He doesn't like coats.*
- C. *It is a warm day.*

Find the correct answer and notice which letter it is next to. Pause. Now look at the boxes below the question. Circle the letter in the box that goes with the answer that you think is correct. Pause. In this example, the correct answer is “It is a warm day.” That answer is next to the C. So, you would find the C in the box and circle it.

Sometimes, this kind of question will have a second part that asks you to explain why you chose the answer you chose. Look at the next part of Question 2. It says:

*What are the ways that you know that the answer you circled describes why Rafael isn't wearing a coat?*

In the answer box, explain why you chose your answer. Pause. How could you explain why you chose that answer?

### **Practice Story Question 3**

Now turn the page to the next question.

Another kind of two-part question asks you to circle the BEST answer from three answer choices. You may choose only one answer for this part of the question. Look at Question 3. It says:

3. *Circle the word that BEST describes the weather that Rafael likes most.*

The choices are “Snowy,” “Sunny,” or “Rainy.” Circle the one that Rafael likes the most. Pause. In this example, the correct answer is “sunny,” so you would circle the word “sunny” in the boxes. Now look at the second part of Question 3. It says:

*Explain all of the ways that you know that the word you circled describes the weather that Rafael likes most.*

In the answer box, explain why you chose the word that you circled. Pause. How could you explain why you chose the word that you circled?

We have now learned how to answer the different kinds of questions that will be on the *Second Step* Knowledge Assessment Test. Do you understand how to answer these kinds of questions? Pause. What questions do you have about how to answer these kinds of questions? Pause.

**Story 1**

Now turn the page, and we will begin the test with Story 1. Remember, for the first reading of the story, just listen carefully and imagine the character and what is happening in the story. You do not need to read along with me. Here is Story 1.

Story 1, as in students' booklets:

*Saundra spilled a milkshake on her grandmother's new sofa pillow.*

*Saundra cleans it up the best she can, but it stains.*

*She thinks that if she turns the pillow over, her grandmother won't notice the stain.*

*Saundra hears her grandmother coming down the stairs.*

Now look at Story 1 and follow along as I read it again.

*Saundra spilled a milkshake on her grandmother's new sofa pillow.*

*Saundra cleans it up the best she can, but it stains.*

*She thinks that if she turns the pillow over, her grandmother won't notice the stain.*

*Saundra hears her grandmother coming down the stairs.*

Look at the questions for Story 1. I will read the questions aloud while you follow along. I will give you time to write your answers to each question. If you finish early, do NOT go ahead to the next story. Sit quietly and wait to go on to the next story.

You may give the students extra time at the end of the assessment to review their answers and to answer any questions they skipped. Some teachers find it helpful to allow students to draw on the test booklet while they wait for others.

**Question 1 asks:**

**1. When she can't get the stain out, what is Saundra's impulse?**

Write your answer in the answer box. Pause.

**Look at Question 2. It says:**

**2. Describe two different things that might happen as a result of Saundra telling her grandmother that she spilled the milkshake.**

Write your answers in the answer box. Make sure that you write two different things. Pause.

**Story 2**

Now turn the page to Story 2.

Story 2, as in students' booklets:

*Alex made a horse out of clay for his art project.*

*He worked really hard on it and is pleased with how it turned out.*

*Jane leans over and makes fun of Alex's project.*

*Alex hunches down in his chair with his eyebrows squinted.*

*His teeth and fists are clenched.*

*Alex feels like yelling something mean.*

Look at Story 2 and follow along with me as I read it again.

*Alex made a horse out of clay for his art project.*

*He worked really hard on it and is pleased with how it turned out.*

*Jane leans over and makes fun of Alex's project.*

*Alex hunches down in his chair with his eyebrows squinted.*

*His teeth and fists are clenched.*

*Alex feels like yelling something mean.*

Now look at the questions for Story 2. If you finish early, do NOT go ahead to Story 3. Question 1 says:

*1. Circle the word that BEST describes how Alex is feeling. Circle one answer: Embarrassed, Angry, or Afraid.*

Pause. The second part says:

*Explain all of the ways that you know that the word you circled describes how Alex is feeling.*

Write your explanation in the answer box. Pause.

Question 2 says:

*2. Alex needs to calm down. How will calming down help him?*

Write your explanation in the answer box. Pause. Turn to the next page for the next question.

*3. Jane is making fun of Alex's art project. Some possible solutions to this problem are:*

*A. Alex could make fun of Jane's shoes to get even.*

*B. Alex could ignore Jane.*

*C. Alex could use an assertive voice and tell Jane to stop bothering him.*

*Which solution should Alex use? Circle one answer.*

The second part asks:

*What are three different reasons that the solution you circled is the best solution?*

Write your reasons in the answer box. When you finish writing your answers, do not turn the page until I ask you to. Pause.

**Story 3**

Now turn the page to Story 3.

Story 3, as in students' booklets:

*Gina goes to a party with her parents.*

*Her parents' friends have a daughter, Maureen, who is the same age as Gina.*

*Gina wants to make conversation with Maureen. She sits next to Maureen and says, "Hi, I'm Gina."*

Look at Story 3 and follow along with me as I read it again.

*Gina goes to a party with her parents.*

*Her parents' friends have a daughter, Maureen, who is the same age as Gina.*

*Gina wants to make conversation with Maureen. She sits next to Maureen and says, "Hi, I'm Gina."*

Look at the question for Story 3. If you finish early, do NOT go ahead to Story 4. The question asks:

*1. What are two different steps that Gina could take next to have a conversation with Maureen?*

Make sure you write down two different steps.



**Story 4**

Now turn the page to Story 4.

Story 4, as in students' booklets:

*Julie and Diana decided to be partners for their school science project. It is due in one month.*

*They both like doing science projects.*

*Julie likes to get started on projects right away. She likes to plan projects and set dates for when different parts of the project should be done.*

*Diana likes to wait a while before starting projects. She likes to figure out a plan as she goes and work on the project whenever she feels like it.*

*Julie is feeling more and more angry that Diana won't plan ahead.*

Look at Story 4 and follow along with me as I read it again.

*Julie and Diana decided to be partners for their school science project. It is due in one month.*

*They both like doing science projects.*

*Julie likes to get started on projects right away. She likes to plan projects and set dates for when different parts of the project should be done.*

*Diana likes to wait a while before starting projects. She likes to figure out a plan as she goes and work on the project whenever she feels like it.*

*Julie is feeling more and more angry that Diana won't plan ahead.*

Look at the questions for Story 4. If you finish early, do NOT go ahead to Story 5. Question 1 asks:

1. *What are the FIRST TWO things that Julie should do before she does anything else about this problem?*

Pause.

2. *Describe one of Julie's preferences from the story.*

3. *Describe one of Diana's preferences from the story.*

Turn the page to the next question.

4. *What is one SIMILAR point of view named in the story that Julie and Diana have about doing the science project?*

**Story 5**

Now turn the page to the last story on the test, Story 5.

Story 5, as in students' booklets:

*Anton worked really hard on his social studies project, but he didn't like the way it turned out.*

*Keith sees Anton sitting alone at lunch.*

*Anton's shoulders are slumped and his eyes are droopy.*

Look at Story 5 and follow along with me as I read it again.

*Anton worked really hard on his social studies project, but he didn't like the way it turned out.*

*Keith sees Anton sitting alone at lunch.*

*Anton's shoulders are slumped and his eyes are droopy.*

Look at the questions for Story 5. Question 1 reads:

*1. What are two different ways that Keith can show concern for Anton?*

Make sure you write down two different ways. Pause. Question 2 reads:

*2. Anton feels upset about his project. If Keith shows concern, how could Anton's feelings change?*

**The End**

**This is the end of the *Second Step* Knowledge Assessment Test.**

Allow students to check their work to make sure that they did not skip any questions and that their answers are written clearly. Then collect the assessment forms.

# ***Second Step* Grade 4 Knowledge Assessment**

## **Introduction to the Student Test**

This section includes the printing masters for the Student Test.

The cover page of the Student Test has been designed to include information that may be useful in tracking student and class information between the pre- and posttest, especially if you are using this assessment tool as part of a large schoolwide or district-wide initiative.

A single classroom teacher may not need to assign ID numbers for students, since he or she will know the students within the class. However, if large numbers of classes at the same grade level are using the assessment, it may be useful to assign numbers. Special care should be taken to make sure each student is assigned the same number on the pretest as on the posttest.

# **Knowledge Assessment for *Second Step®: A Violence Prevention Curriculum***

**Grade 4**

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

**Rafael is waiting at the bus stop for the school bus.**

**It is a warm day, so Rafael is not wearing his coat.**

**The sky is gray, and it begins to rain.**

**Rafael likes rainy weather, but sunny weather is his favorite.**

1. What is Rafael waiting for?

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2. Why isn't Rafael wearing a coat?

A. He forgot it.

B. He doesn't like coats.

C. It is a warm day.

*Circle one answer.*

A	B	C
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What are the ways that you know that the answer you circled describes why Rafael isn't wearing a coat?

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3. Circle the word that BEST describes the weather that Rafael likes most.

*Circle one answer.*

Snowy

Sunny

Rainy

Explain all of the ways that you know that the word you circled describes the weather that Rafael likes most.

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**<<STOP>>**

**Saundra spilled a milkshake on her grandmother's new sofa pillow.**

**Saundra cleans it up the best she can, but it stains.**

**She thinks that if she turns the pillow over, her grandmother won't notice the stain.**

**Saundra hears her grandmother coming down the stairs.**

1. When she can't get the stain out, what is Saundra's impulse?

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2. Describe two different things that might happen as a result of Saundra telling her grandmother that she spilled the milkshake.

1. 

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2. 

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**<<STOP>>**

**Alex made a horse out of clay for his art project.**

**He worked really hard on it and is pleased with how it turned out.**

**Jane leans over and makes fun of Alex's project.**

**Alex hunches down in his chair with his eyebrows squinted.**

**His teeth and fists are clenched.**

**Alex feels like yelling something mean.**

1. Circle the word that BEST describes how Alex is feeling.

*Circle one answer.*

Embarrassed

Angry

Afraid

Explain all of the ways that you know that the word you circled describes how Alex is feeling.

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2. Alex needs to calm down. How will calming down help him?

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**Jane is making fun of Alex's art project.**

3. Some possible solutions to this problem are:

- A. Alex could make fun of Jane's shoes to get even.
- B. Alex could ignore Jane.
- C. Alex could use an assertive voice and tell Jane to stop bothering him.

Which solution should Alex use?

*Circle one answer.*

A	B	C
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What are three different reasons that the solution you circled is the best solution?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**<<STOP>>**

**Gina goes to a party with her parents.**

**Her parents' friends have a daughter, Maureen, who is the same age as Gina.**

**Gina wants to make conversation with Maureen. She sits next to Maureen and says, "Hi, I'm Gina."**

1. What are two different steps that Gina could take next to have a conversation with Maureen?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**<<STOP>>**

Julie and Diana decided to be partners for their school science project. It is due in one month.

They both like doing science projects.

Julie likes to get started on projects right away. She likes to plan projects and set dates for when different parts of the project should be done.

Diana likes to wait a while before starting projects. She likes to figure out a plan as she goes and work on the project whenever she feels like it.

Julie is feeling more and more angry that Diana won't plan ahead.

1. What are the FIRST TWO things that Julie should do before she does anything else about this problem?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

2. Describe one of Julie's preferences from the story.

\_\_\_\_\_

\_\_\_\_\_

3. Describe one of Diana's preferences from the story.

\_\_\_\_\_

\_\_\_\_\_

4. What is one SIMILAR point of view named in the story that Julie and Diana have about doing the project?

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<<STOP>>

**Anton worked really hard on his social studies project, but he didn't like the way it turned out.**

**Keith sees Anton sitting alone at lunch.**

**Anton's shoulders are slumped and his eyes are droopy.**

1. What are two different ways that Keith can show concern for Anton?

<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p>
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2. Anton feels upset about his project. If Keith shows concern, how could Anton's feelings change?

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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**<<STOP>>**

# ***Second Step* Grade 4 Knowledge Assessment**

## **Introduction to the Scoring Guide**

Allow an hour and a half to score the Assessments and record the data for a class of 25 students.

It is more efficient to score the same question for the entire class set of tests and then score the next item for the whole class rather than scoring each individual student test from beginning to end. Doing all of the same question at once allows for greater assurance that the scorer is applying the same standard of consistency to each question and increases the reliability of the scoring.

Follow the scoring instructions closely. Do not take off points for errors in spelling or grammar or for incomplete sentences. It is important that the scores reflect children's social skill knowledge as much as possible, rather than their academic skills. After scoring the tests for the entire class, go back and total each individual student's score. Since you will not be returning tests to students, write their totals on the cover sheets of their tests for easy reference and use in the Interpreting the Data section.

When the *Second Step* Knowledge Assessment is given as a pre- and posttest, it is important to use the same standards for scoring the pretests as the posttests. For many teachers it may seem odd to score the pretests, since students are being tested before being taught the material; however, this creates a baseline to calculate change after the posttest is scored. In order to keep the scoring consistent between the pre- and posttests, follow the scoring instructions closely. Many items test for knowledge that students would not usually have without *Second Step* lessons or that most children their age would not usually know. In those cases, do not be tempted to give them extra points just because it is reasonable for them to be lacking that information. Remember that the pretest must be allowed to reflect the knowledge that students lack and that they will gain from the *Second Step* curriculum. Therefore, it is fine if scores are low on the pretest.

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# ***Second Step* Grade 4 Knowledge Assessment**

## **Scoring Guide**

**Practice Story: Skip—Don't SCORE.**



## Story 1, Page 3

**Question 1:**  
**Score 0 or 1.**

*Question's objective: Student demonstrates ability to recognize and name impulsive behavior.*

When she can't get the stain out, what is Sandra's impulse?

SCORE = 1 point for an impulse named or clearly implied in the story.

CORRECT examples:

- Turn the pillow over.
- Hide the stain.
- Lie to her grandmother.

It is INCORRECT to guess impulses that aren't directly named or implied in the story.

**Question 2:**  
**Score 0, 1, or 2.**

*Question's objective: Student predicts possible consequences for an action.*

Describe two different things that might happen as a result of Sandra telling her grandmother that she spilled the milkshake.

SCORE = 1 point, up to 2 points, for each different correct consequence.

- Two answers referring to the same thing are scored as 1 point. For example, "She may get into trouble" and "She may be punished."
- A generality and then a specific example are scored as 1 point. For example, "She may get punished" and "She gets grounded."
- Generalities, such as "She would be doing the right thing" or that another solution would be a wrong or immoral behavior should be considered to be the same answer and given only 1 point if more than one of this type of answer is given.
- Answers that are completely opposite in wording get only 1 point. For example, "She may get in trouble" "She may not get in trouble."
- Single word answers without enough context score 0 points.

CORRECT examples:

- Sandra may get into trouble. (Negative consequences can be correct.)
- Sandra may have to get a new pillow.
- Sandra may have to keep cleaning the pillow.
- Her grandmother may trust her more.
- Sandra may feel better about herself.
- Student relates the situation to a time when he or she admitted to doing something against the rules.

## Story 2, Page 4

**Question 1:****Score 0, 1, 2, or 3.**

*Question's objective: Student uses situational and physical cues to recognize another person's feelings.*

Circle the word that BEST describes how Alex is feeling.

If **Embarrassed** or **Afraid**, SCORE = 0.

- Do NOT give any further score for this item.
- Do NOT score the second part of the question—why he or she chose this answer.

If **Angry**, go on to the second part of the question. The SCORE depends on why he or she chose this answer.

Explain all of the ways that you know that the word you circled describes how Alex is feeling.

SCORE = 1 point for each different correct reason, up to 3 points.

CORRECT examples of different reasons:

- Alex's nonverbal cues from the story, such as "fists clenched."
- Situational cues, such as "Jane is making fun of him."
- Alex's reaction—"feels like yelling."
- Student relates the situation to his or her own experience, such as "I would feel angry."

INCORRECT examples:

- Student gives situational cues that are not stated in the story, such as "Someone probably wouldn't sit with him."
- Responses with no supporting details, such as "The story said," or "'Cause he's angry."

## Story 2, Page 4 (continued)

**Question 2:**  
**Score 0 or 1.**

*Question's objective: Student can explain the benefits of calming down.*

Alex needs to calm down. How will calming down help him?

SCORE = 1 point for giving one or more correct benefits of calming down.

CORRECT examples:

- It will help him think clearly to solve the problem.
- It will help him control his impulses, or he might carry out an undesirable behavior if he doesn't calm down.
- He will be able to make a more positive or constructive response when he's calm.

It is INCORRECT to:

- State a calming-down strategy without stating the benefit of calming down.
- State only a generality, such as:
  - It's better to be calm.
  - It's the right answer.
  - Because he's overreacting.
- Say or imply that the situation is not important enough to be upset about, for example, "Because he's overreacting" or "He shouldn't care what others think."
- State an unrelated reason not supported by story detail, such as "The teacher might think Alex is hurt."

## Story 2, Page 5

**Question 3:****Score 0, 1, or 3.****Do not use a score of 2 for this item.**

*Question's objective: Student is able to evaluate solutions against criteria, predict consequences of the solution, and explain why it is the best solution.*

Which solution should Alex use?

If **A**, SCORE = 0.

- Do NOT give any further score for this item.
- Do NOT score the second part of the question—why he or she chose this solution.

If **B** or **C**, go on to the second part of the question. The SCORE depends on why he or she chose this solution.

What are three different reasons that the solution you circled is the best solution?

SCORE = 1 point for giving ONE or TWO different reasons that correctly predict consequences.

SCORE = 3 points for giving THREE different reasons that correctly predict consequences.

- Reasons must show evidence that the student evaluated the solution by predicting correctly the consequences of the solution or the alternatives.
- Generalities, such as "He would be doing the right thing" or that another solution would be a wrong or immoral behavior should be considered to be the same answer and given only 1 point if more than one of this type of answer is given.
- Two answers referring to the same idea are scored as 1 point. For example, "Alex might feel better" and "Alex might not feel angry."
- Two answers referring to the same idea are scored as 1 point. For example, "It is safe. It won't hurt anything," should be counted as only one answer, and given 1 point.

CORRECT examples:

- Relating the choice of solution to his or her own prior experience.
- Saying or implying that the solution is safe.
- Saying or implying that people will feel fine or good about the solution.
- Saying or implying that the solution is fair.
- Saying or implying that the solution will work.
- Giving a reason that he or she didn't choose another solution.

## Story 3, Page 6

**Question 1:**  
**Score 0, 1, or 2.**

*Question's objective: Student can generate different steps to keep a conversation going.*

What are two different steps that Gina could take next to have a conversation with Maureen?

SCORE = 1 point, up to 2 points, for each different correct step or example of a step.

Responses must be steps taken after Gina and Maureen have finished their introduction to each other.

CORRECT examples of different steps:

- Decide on something to talk about.
- Ask the other person questions.
- Show that you are listening.
- Change topics if you need to. (It's okay to give 2 points for listing two different topics of conversation.)
- Tell a little about herself.
- End the conversation politely.

INCORRECT examples:

- Suggest an activity other than conversation, such as "Let's go play."
- Vague answers that don't say specifically what Gina should do, such as "Talk to her."
- Statements that wouldn't be logical upon first meeting someone, such as "Do you want to be friends?"

## Story 4, Page 7

**Question 1:****Score 0, 1, or 2.**

*Question's objective: Student remembers to calm down before attempting to solve a problem and uses prosocial action to resolve a problem with a friend.*

What are the FIRST TWO things that Julie should do before she does anything else about this problem?

SCORE = 1 point for listing only one of the following:

- Calm down.
- One correct calming-down strategy.
- Get more information.
- Talk to Diane.

SCORE = 2 points for:

- Naming two calming-down strategies.
- Listing "calm down" or a calming-down strategy plus "Get more information" or "Talk to Diane."

INCORRECT example:

- "Tell an adult." Tattling would be a mistake, and although it may be fine to get help from an adult, the more socially competent children will try to solve the problem themselves FIRST.

**Question 2:****Score 0 or 1.**

*Question's objective: Student is able to recognize a person's preferences. (For Julie.)*

Describe one of Julie's preferences from the story.

SCORE = 1 point for describing at least one correct preference that is named in the story.

**Question 3:****Score 0 or 1.**

*Question's objective: Student is able to recognize a person's preferences. (For Diana.)*

Describe one of Diana's preferences from the story.

SCORE = 1 point for describing at least one correct preference that is named in the story.

## Story 4, Page 8

**Question 4:**  
**Score 0 or 1.**

*Question's objective: Student can identify similarities.*

What is one SIMILAR point of view named in the story that Julie and Diana have about doing the project?

SCORE = 1 point for:

- They like science projects.
- They decided to do the project together.
- They like science.

INCORRECT examples:

- "They both like projects" infers any kind of projects; need to specify science project.
- Vague answers, such as "They like it."

## Story 5, Page 9

**Question 1:****Score 0, 1, or 2.**

*Question's objective: Student generates ways to make sensitive responses (show concern) to peers.*

What are two different ways that Keith can show concern for Anton?

SCORE = 1 point, up to 2 points, for each different correct way of showing concern.

Two answers referring to the same thing are scored as 1 point. For example, "Pay attention to what he says" and "Show Anton he is listening."

CORRECT examples of different ways to express concern:

- Let him know that he will help.
- Listen to him.
- Sit with him.
- Invite him to play.
- Leave him alone if that's what he wants.
- Say something encouraging.
- Empathize: Let him know you know how he feels.
- Help him get his mind off of feeling bad. (Unless the response falls into the INCORRECT category of false assurances.)
- Get help from someone else; talk to an adult.

INCORRECT examples:

- Vague answers not likely to be recognized as concern by the other child, such as "Be nice."
- False assurances.
- Trying to change Anton's opinions, such as "You should be happy you did as well as you did."
- Adding information that is not stated in the story, such as "I got a B on my project."
- Physical expressions of concern, such as "Give him a hug" are inappropriate, since there is no indication in the story that the children are close friends.



## Story 5, Page 9 (continued)

**Question 2:**  
**Score 0 or 1.**

*Question's objective: Student understands how feelings could change as a result of the actions of another person.*

Anton feels upset about his project. If Keith shows concern, how could Anton's feelings change?

SCORE = 1 point for describing how feelings could change or relating to own experience.

CORRECT examples:

- States a reason that the feelings might change, such as "He'll feel better if he knows that someone else understands."
- Specific changes stated as a generality, with reasoning, such as "People feel better when someone says something nice about them."
- Describes a possible change, such as "He becomes happier instead of sad."
- Student relates the situation to his or her own experience.

INCORRECT responses:

- Vague answers simply restating that feelings can change.
- Simple generalities with no specific example or reasoning, such as "He'll be happy" or "Because things don't stay the same."
- Saying that he could be happy at another time or in some other situation.
- Responses not supported by story details, such as "He's his best friend" or "He could do the project over."

# Second Step Grade 4 Knowledge Assessment

## Interpreting the Data

The purpose of using a pre- and posttest format is to show the growth, or change, that results from students' experience learning the concepts and skills in the *Second Step* curriculum. You may find it helpful to assess your outcomes in the following way.

After administering and scoring the pre- and posttests, create a chart that includes each student's name and his or her total score as shown in the example below. A computer spreadsheet may also be useful for this task. Make one of these charts for the pretest scores and another for the posttest scores.

**Sample Chart**

Pretest	
Student Name	Score
Pam	10
Doug	12
Allison	11

## Calculating Percentage of Change

To calculate the percentage of change, you will only use the scores of students who took **both** the pretest and the posttest. Using your score charts, identify the subset of students who took both tests. For example, if Doug did not take the posttest, you would only consider Pam and Allison's scores.

Once you've identified this subset of students, add their scores together to come up with a grand total of pretest points and a separate grand total of posttest points. The formula below is used to calculate percentage of change.

$$\text{Percentage (\%) of change} = \frac{\text{Posttest Grand Total} - \text{Pretest Grand Total}}{\text{Pretest Grand Total}} \times 100$$

The resulting number is the percentage of change.

If the percentage of change is a positive number, it indicates growth from the pretest to the posttest. A negative number indicates a decrease.

No single test can be expected to reflect accurately every child's level of knowledge every time the test is taken. Just as children's overall understanding of math is best understood when several tests or homework assignments are averaged together, the *Second Step* Knowledge Assessment scores are more reliable for a class average than for individual student scores. The *Second Step* Knowledge Assessment is designed to assess the gains of a whole class of students. Similarly, the school average taken across several classes of the same grade is more reliable than the average for an individual class.